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| Advanced Digital Design | Course Code 270613 | | | | |
| Course Description | | | | | |
| Advanced Digital Design is the final course in the Digital Design Pathway. Students focus on integrating computer skills and promoting individual design concepts and approaches in digital design. Studio problems are used to continue study in a variety of visual disciplines. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the real world of digital design: composition, color theory, illustrations, displays, promotional materials, packaging, logos, motion graphics, and the manipulation of photographic images. | | | | | |
| Program of Study to which the course applies | | | | | |
| Digital Design Pathway | | | | | |
| | Course Content | Crosswalk to Common Core Academic Standards | Crosswalk to Nebraska Academic Standards | Crosswalk to Nebraska Career Readiness Standards | Crosswalk Clarification |
| Standard 1 | Students will utilize technology to analyze elements and principles of design to communicate and express ideas. | | | | |
| Benchmark 1.1 | Demonstrate knowledge of the principles and elements of design and their relationship to each other. | ELA.RST.11-12.4 ELA.WHST.11-12.4 MTH.G.MG.3 | LA.12.1.5 LA.12.2.2.a MA.12.2.4.a MA.12.2.4.b | CR.1.A.4 CR.9.B.2 | |
| Sample Performance Indicator 1.1.1 | Identify art elements, including line, color, shape, and texture in various media. | | | | |
| Sample Performance Indicator 1.1.2 | Demonstrate the steps of the design process model. | | | | |
| Benchmark 1.2 | Utilize digital imaging equipment and editing software used in digital design. | ELA.RST.11–12.3 ELA.WHST.11-12.6 | LA.12.1.6.k LA.12.2.1.e LA.12.3.2 | CR.1.A.4 CR.9.B.1 | Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2). |
| Sample Performance Indicator 1.2.1 | Manipulate images using raster software. | | | | |
| Sample Performance Indicator 1.2.2 | Analyze the target audience and assess project needs. | | | | |
| Benchmark 1.3 | Apply color theory for emotional impact. | N/A | N/A | CR.1.A.4 CR.6.A.1 | |
| Sample Performance Indicator 1.3.1 | Research how color impacts emotions. | | | | |
| Sample Performance Indicator 1.3.2 | Create two identical designs with different color schemes. | | | | |
| Sample Performance Indicator 1.3.3 | Create an advertisement or poster that evokes an emotional state. | | | | |

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| Benchmark 1.4 | Assess typography terminology. | ELA.RST.11-12.4 | LA.12.1.5 | CR.1.A.4 CR.5.A.1 | |
| Sample Performance Indicator 1.4.1 | Demonstrate a knowledge of typography vocabulary. | | | | |
| Sample Performance Indicator 1.4.2 | Classify typography terminology in an historical timeline (e.g., alphabet structure, technology innovations). | | | | |
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| Standard 2 | Students will create design solutions that demonstrate skill and understanding of different media and processes to communicate ideas. | | | | |
| Benchmark 2.1 | Illustrate the effects different media products have in industry today. | ELA.RST.11-12.7 | N/A | CR.1.A.4 CR.5.A.4 | |
| Sample Performance Indicator 2.1.1 | Compare types of designs for packaging: promotional, advertising, digital. | | | | |
| Sample Performance Indicator 2.1.2 | Create mock-ups for advertising projects (e.g., posters, ads, packages, promotional items). | | | | |
| Sample Performance Indicator 2.1.3 | Identify 2D and 3D mock-ups for advertising projects (e.g., posters, ads, packages, promotional items). | | | | |
| Benchmark 2.2 | Demonstrate thoughtful revision and refinement of original design solutions based on reflection, critique, practice, and research. | ELA.WHST.11-12.5 ELA.WHST.11-12.7-9 | LA.12.2.1.c LA.12.4.1.a-c LA.12.1.6.j | CR.1.A.4 CR.4.B.3 CR.5.B.1 CR.5.A.3 CR.9.A.2 | The depth of students’ investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j). |
| Sample Performance Indicator 2.2.1 | Research the definition of original designs. | | | | |
| Sample Performance Indicator 2.2.2 | Create a design project and defend original work. | | | | |
| Benchmark 2.3 | Prepare presentations of final design solutions for evaluation. | ELA.SL.11–12.4 | LA.12.3.1.a | CR.2.C.1 | |
| Sample Performance Indicator 2.3.1 | Compare a variety of methods that can be used to communicate a design solution. | | | | |
| Sample Performance Indicator 2.3.2 | Present a design for critique. | | | | |

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| Sample Performance Indicator 2.3.3 | Evaluate design solutions. | | | | |
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| Standard 3 | Students will identify client or customer needs to identify opportunities for innovative solutions. | | | | |
| Benchmark 3.1 | Explain how client or customer needs create opportunities. | ELA.WHST.11-12.2.b ELA.SL.11-12.4 | LA.12 2.1.b LA.12.3.1.a | CR.2.B.1 CR.2.C.1 CR.2.E.2 CR.5.A.4 | When students explain information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a). |
| Sample Performance Indicator 3.1.1 | Reflect on industry and personal experience to meet client or customer needs. | | | | |
| Sample Performance Indicator 3.1.2 | Create a product to meet client or customer needs. | | | | |
| Benchmark 3.2 | Define and create a design brief. | ELA.RST.11-12.4 ELA.WHST.11-12.2 ELA.WHST.11-12.4 | LA.12.1.5 LA.12.2.2 | CR.1.A.4 CR.6.A.1 | |
| Sample Performance Indicator 3.2.1 | Participate in a group discussion of individual briefs and ideas. | | | | |
| Sample Performance Indicator 3.2.2 | Create a product or design utilizing the design brief. | | | | |
| Sample Performance Indicator 3.2.3 | Critique the final design brief. | | | | |
| Benchmark 3.3 | Describe and apply problem-solving techniques to digital media. | ELA.WHST.11-12.2.b ELA.SL.11-12.4 | LA.12 2.1.b LA.12.3.1.a | CR.1.A.4 CR.2.B.1 CR.2.C.1 CR.4.B.1-3 | When students describe information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a). |
| Sample Performance Indicator 3.3.1 | Explore case studies on problem-solving techniques for a targeted audience or project. | | | | |

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| Sample Performance Indicator 3.3.2 | Brainstorm and define problems for a specific targeted audience or project. | | | | |
| Sample Performance Indicator 3.3.3 | Create solutions for the specific targeted audience or project. | | | | |
| Sample Performance Indicator 3.3.4 | Evaluate solutions for the specific targeted audience or project. | | | | |
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| Standard 4 | Students will demonstrate advanced design techniques. | | | | |
| Benchmark 4.1 | Identify advanced design methods and techniques. | ELA.RST.11-12.4 | LA.12.1.5 | N/A | |
| Sample Performance Indicator 4.1.1 | Determine the steps necessary to implement advanced design techniques using a variety of software. | | | | |
| Sample Performance Indicator 4.1.2 | Create products using advanced graphic design techniques and software. | | | | |
| Benchmark 4.2 | Determine a problem or theme for a series of design problems. | N/A | N/A | CR.4.A.1 | |
| Sample Performance Indicator 4.2.1 | Compose thumbnail sketches of the problem or theme for a series of design problems. | | | | |
| Sample Performance Indicator 4.2.2 | Discuss individual problems or themes within a group. | | | | |
| Sample Performance Indicator 4.2.3 | Create a series of design problems. | | | | |
| Sample Performance Indicator 4.2.4 | Evaluate a series of design problems. | | | | |
| Benchmark 4.3 | Analyze the creative process of contemporary typographers. | N/A | N/A | CR.5.A.1 | |
| Sample Performance Indicator 4.3.1 | Cite examples of contemporary typographers who have influenced personal artwork. | | | | |

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| Sample Performance Indicator 4.3.2 | Identify different icons used in contemporary typographers' works of art. | | | | |
| Benchmark 4.4 | Demonstrate a variety of advanced and mixed media typography techniques. | ELA.RST.11–12.3 | LA.12.1.6.k LA.12.3.2 | CR.1.A.4 CR.9.B.2 | Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2). |
| Sample Performance Indicator 4.4.1 | Identify mixed media methods/techniques in digital design projects emphasizing typography. | | | | |
| Sample Performance Indicator 4.4.2 | Determine the steps necessary to achieve mixed media techniques in digital design. | | | | |
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| Standard 5 | Students will prepare organized and relevant documentation of the design process for solutions of final products. | | | | |
| Benchmark 5.1 | Explain the importance of a portfolio. | ELA.WHST.11-12.2.b ELA.SL.11-12.4 | LA.12 2.1.b LA.12.3.1.a | CR.2.B.1 CR.2.C.1 | When students explain information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12 2.1.b, LA.12.3.1.a). |
| Sample Performance Indicator 5.1.1 | Discuss what needs to be in a portfolio. | | | | |
| Sample Performance Indicator 5.1.2 | Identify strengths and weaknesses in students' fields of expertise and develop plans of action. | | | | |
| Benchmark 5.2 | Develop a portfolio. | ELA.WHST.11-12.10 | LA.12.3.1.c LA.12.2.2.a | CR.10.C.2 | |
| Sample Performance Indicator 5.2.1 | Brainstorm ideas for an individual portfolio. | | | | |
| Sample Performance Indicator 5.2.2 | Sketch ideas for portfolio projects. | | | | |
| Sample Performance Indicator 5.2.3 | Compile documentation showcasing the design process of portfolio elements. | | | | |
| Sample Performance Indicator 5.2.4 | Create several design projects with a central theme for portfolio. | | | | |
| Sample Performance Indicator 5.2.5 | Critique work before final presentation within a group. | | | | |
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| Standard 6 | Students will exhibit ethical conduct related to the digital design field. | | | | |
| Benchmark 6.1 | Explore legal and ethical issues relating to the digital design industry. | N/A | N/A | CR.3.B.4 CR.9.C.1-3 | |
| Sample Performance Indicator 6.1.1 | Research online sources for contracts, fair use, and legal and ethical issues in digital design. | | | | |
| Sample Performance Indicator 6.1.2 | Write a research paper on contracts and legal, ethical, and copyright issues in digital design. | | | | |
| Sample Performance Indicator 6.1.3 | Provide examples of contracts and legal and ethical issues used in digital design. | | | | |
| Sample Performance Indicator 6.1.4 | Interview a lawyer on legal issues (e.g., copyright, contracts, fair use). | | | | |
| Sample Performance Indicator 6.1.5 | Identify situations in which use of elements in projects is legal, but may be unethical or inappropriate. | | | | |
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| Standard 7 | Students will explore the career opportunities in the Digital Design Pathway. | | | | |
| Benchmark 7.1 | Review various career opportunities in the Digital Design Pathway. | N/A | SS.12.2.6.b–d | CR.1.B.1 CR.10.A.1 CR.10.B.1 | |
| Sample Performance Indicator 7.1.1 | Interact with guest speakers and attend business/industry tours. | | | | |
| Sample Performance Indicator 7.1.2 | Evaluate career and training opportunities, trends, and educational requirements for different areas of digital media. | | | | |

Reference Sheet

| Key Code | Source |
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| | National Career Common Technical Core (A/V Technology & Film |
| CCTC AR | Career Pathway |
| CCC | Central Community College |
| IND | Indiana Department of Education |
| | Indiana Department of Education Academic Core Standards-- |
| IN | Interactive Media |

| Additional Resources for Educators | | |
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| Suggestions for innovative teaching and learning strategies | <p>Book: Exploring the Elements of Design - Thomson Delmar Learning</p> <p>Book: Graphic Design Basics, Amy E. Arntson - Thomson Wadsworth</p> <p>Book: Introduction to Desktop Publishing with Digital Graphics, Glencoe</p> <p>Book: The Non-Designer's Design Book, Robin Williams</p> <p>Book: The Non-Designer's Design and Type Books, Robin Williams</p> <p>Book: The Non-Designer's InDesign Book, Robin Williams</p> <p>Book: The Desktop Publisher's Idea Book, 2nd Edition by Chuck Green</p> <p>Book: Visual Literacy. Watson-Guptill Publications, Judith Wilde</p> <p>Book: Designing Brand Experiences. Thomson Delmar Learning, Robin Worth 1000</p> <p>Business Education Lesson PLans by Tonya Skinner</p> <p>About.com - Desktop Publishing</p> <p>Smashing Magazine</p> <p>Layers Magazine</p> <p>Before And After Magazine</p> <p>The Art of Sneaky Teaching Print Projects by Jerry Travis</p> <p>Freelance Switch - The Ultimate Design Brief</p> | <p>http://www.worth1000.com</p> <p>http://lessonplans.btskinner.com/</p> <p>http://desktoppub.about.com/</p> <p>http://www.smashingmagazine.com/</p> <p>http://layersmagazine.com/</p> <p>http://www.bamagazine.com/</p> <p>http://www.jerrytravis.com/sneakyTeaching/</p> <p>http://freelanceswitch.com/clients/the-ultimate-design-brief/</p> |
| Related Assessments | <p>Tutorials Training</p> <p>Certiport</p> <p>RCampus</p> | <p>http://tutorialstraining.com/</p> <p>http://www.certiport.com/portal/desktopdefault.aspx?TZ=-5</p> <p>http://www.rcampus.com/</p> |
| Extended Learning Opportunities | <p>Adobe</p> <p>Lynda.com</p> <p>Atomic Leaning</p> <p>FBLA and PBL Competitive Event</p> | <p>http://www.adobe.com/education/higher-ed.html</p> <p>http://www.lynda.com/</p> <p>http://www.atomiclearning.com/</p> |
| Professional Development Opportunities | <p>NETA Conference - Nebraska Educational Technology Association Conference</p> <p>NCE Conference - Nebraska Education Career Conference</p> <p>ISTE Conference - International Society for Technology in Education Conference</p> | |
| Community Links/Resources available | <p>Local Chamber of Commerce</p> <p>Local Businesses and Organizations</p> | |

Contributors

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